

The opportunities and challenges of ChatGPT in education

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Abstract

ABSTRACT The launch of OpenAI ChatGPT's language-generation model has raised alarms within many sectors, especially the academic sector. Several academicians have urged universities to develop new forms of assessment after the launch of ChatGPT, which solves academic questions in less than a few minutes. Academic cheating is not a new phenomenon, and the use of AI-generated text to cheat on assignments is a new type of cheating that poses unique challenges. This study used the Latent Dirichlet Allocation (LDA) method for topic modeling and the Valence Aware Dictionary for Sentiment Reasoning (VADER) method for sentiment analysis. After data preprocessing, 3870 tweets were still available out of the originally 10,000 tweets that were extracted for the study. The VADER sentiment analysis results revealed that 2013 tweets were categorized as "positive," with the remaining 804 and 1053 tweets categorized as "negative" and "neutral." The analysis's findings indicate that the majority of people have favorable things to say about ChatGPT. As a result, educational institutions can mitigate the disruptive effects of this technology and promote academic integrity by developing clear policies and guidelines and designing assessments that include limited AI-generated text.